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AUTHOR Glaser, Ann; Stanton, Sharon
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ABSTRACT

A low-cost reading program at De Anza Junior High School, Ontario, California, designed to motivate reluctant junior high school readers and to develop an early interest in books in preschool children is described. A background history of the Preschool Story Hour is given and sources of books are suggested. Junior high students who may be reluctant readers, remedial readers, gifted readers, low-achieving students, super-achievers, mono-lingual Spanish speakers, and/or bilingual readers read to preschool children to become more effective readers and to learn how to interact with preschool children. Eight guidelines for readers and three finger plays are included. The role of librarians and parents in the program and the benefits to both student readers and preschoolers are described. A step-by-step guide to implementing such a program is provided, followed by a sample program announcement, parent questionnaire (in both Spanish and English), and a bibliography of 17 paperback booklets for use with parents in parent education sessions. (LH)

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ZOOM INTO PRE-SCHOOL

STORY HOUR

BY

DEMONSTRATION READING PROGRAM

AND

TITLE I/SIP READING PROGRAM

CS 007 132

De Anza Junior High School
1450 South Sultana Avenue
Ontario, California 91761

OVERVIEW -- KEY FEATURES

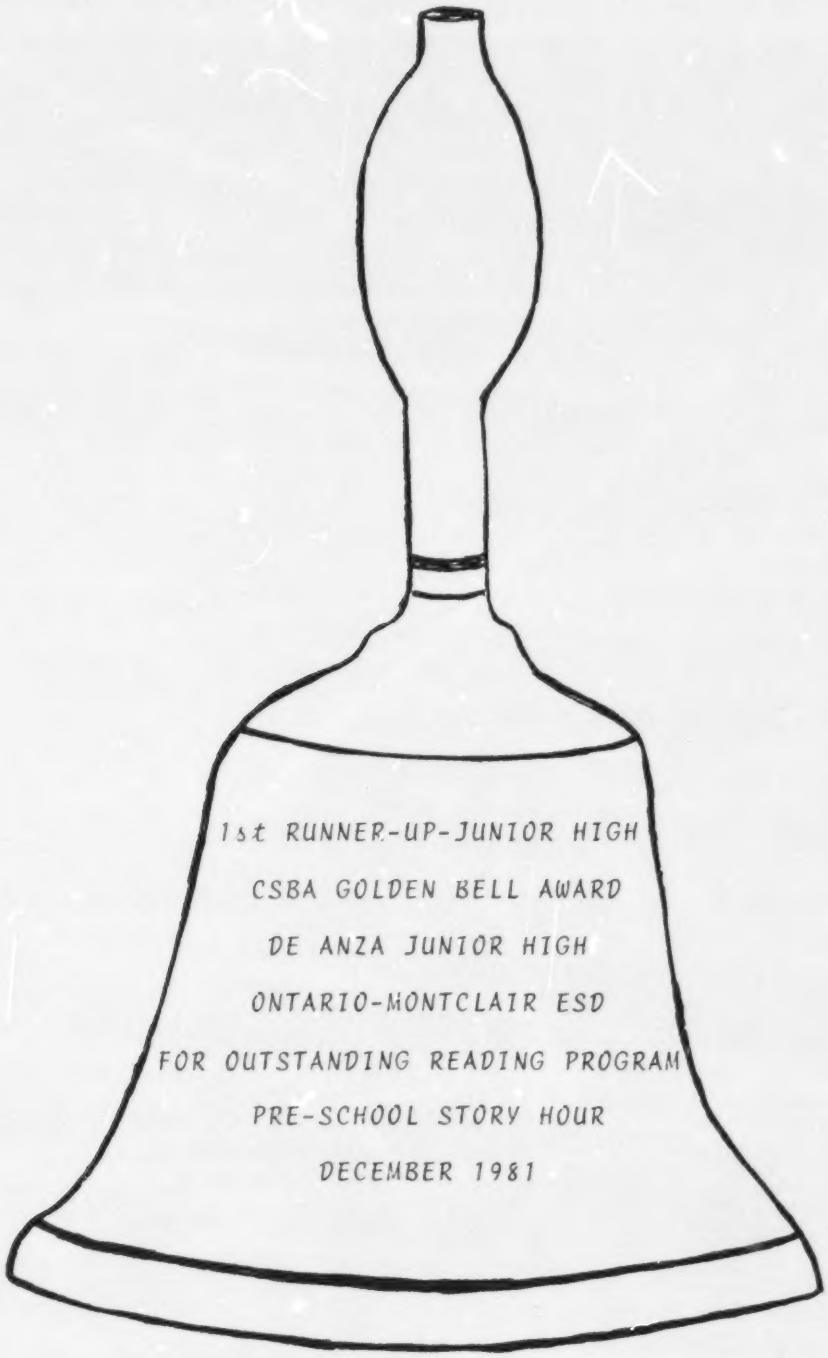
Spanning the ages, the Preschool Story Hour is a unique, innovative, low-cost way to motivate reluctant junior high readers and to develop an early love of books in preschool children. The resources are easy to find: children and books.

The Preschool Story Hour provides an opportunity for parents in the community to bring their preschool children to De Anza Junior High one morning a week. The program also includes children from the district's preschool classes; the preschoolers are bused to De Anza each Tuesday morning to participate in the story hour along with children from the community. De Anza students spend an hour reading to preschoolers and playing reading readiness games. At the end of the hour the preschoolers check out two books to take home for their parents to read to them. When they return the next week with the books, they are given one Golden Book of their choice that they may keep for their own library.

PRE-SCHOOL STORY HOUR is a PRACTICAL WAY TO

* Motivate Reluctant Readers
* Build Positive Self Concepts
* Develop Reading Readiness Skills
* Involve Community Persons

GOLDEN BELL AWARD



GOLDEN BELL AWARD

Description of Awards Program: Three awards - one winner and two runners-up will be given in each of three grade levels: K-6, Junior High, and High School.
The objectives of this awards program are to recognize standards of program excellence and to provide leadership in program development.

Eligibility: Programs must be in CSBA member districts - Elementary, High School, Unified, or County Offices.
Programs must have been in operation at least two years.

Criteria for Selection: Programs

1. Shall further the upgrading of public education.
2. Shall be student oriented.
3. Shall have made a significant difference in student achievement.
4. Shall show evidence of teacher creativity.
5. Shall be presented in clear, concise terms.
6. Can be replicated with minimum assistance of the author.

Judging: Screening by a select committee of curriculum specialists.
Final judging by prominent educators.
Validation of finalists by committee visitation.
Supplemental materials may be requested by the visitation committee if your district is chosen as a finalist.

Awards: Special awards ceremony at the Joint CSBA/ACSA Annual Conference
One winner in each grade-level category:
Golden Bell & Certificate
Two runners up in each grade-level category:
Miniature Golden Bell
Winning narratives and photos:
Published in California School Boards journal

Specifications for Entries: Entries must be narrative descriptions, typewritten and double-spaced, of five pages or less. Judging will be done solely on materials submitted. Therefore, narratives must be written in understandable language. No entries will be returned.

Deadline: All entries must be received in the CSBA office by 5 p.m., Monday, October 19, 1981, in order to be considered.

SEQUENCE OF EVENTS AT DE ANZA

The PRE-SCHOOL STORY HOUR was nominated by Rose Kelber, member, Board of Trustees, Ontario-Montclair School District.

Ann Glaser, Project Director of Demonstration Reading Program, and Sharon Stanton, SIP/Title I Program Facilitator at De Anza, prepared the narrative description that was submitted in October.

Jodie White visited De Anza on November 24, 1981, the official representative of the 1981 Golden Bell Awards Committee of the California School Boards Association (CSBA)

James Strait, member, Board of Trustees received the award at the Joint CSBA/ACSA Annual Conference in San Francisco, December 1981, on behalf of Ontario-Montclair School District.

At the January 28, 1982, meeting of the Board of Trustees, James Strait presented the Golden Bell to John Temple, Principal of De Anza, along with the reading staff who operate the program.

The golden bell is on display at De Anza in one of the Reading Centers or the De Anza library.

BACKGROUND/HISTORY

The Pre-School Story Hour started in 1968 as an outgrowth of a community need identified by a local Police and Community Committee. Seeking a way to get young children acquainted with books, place books in children's homes, interest parents and/or brothers and sisters in reading to young children, provide a cross-age reading experience, and involve parents with schools, the idea of the story hour was born.

According to Harvey Wood who was a member of the Police and Community Committee and principal of De Anza when the story hour began, books were donated by members of the community. The group started small but built up to about eighteen pre-schoolers each week. When parents came to De Anza to bring their children to the story hour, they stayed to participate in parent information sessions with a school principal, police officer, county schools person or district resource person. They read books and magazines, drank coffee and conversed with one another.

Parents who brought their children to the first year of Pre-School remember that their children loved to come.

> "They really looked forward to it all week long. They learned the names of all the animals and they had their favorite books. Their eyes would pop open when they heard the story. When they went to kindergarten, they were really advanced." (This little girl is now a senior in high school) "Alesia's an excellent reader. Starting early has helped her. She's interested in books, has been in book clubs and loves to read!"
>
> Mrs. Vasquez

> "Eddie would come and grab the same little book, The Three Little Kittens. He memorized the book. He liked coming very much. He's been a good reader since. He's now a senior in high school, plans to go to college. I still have a newspaper clipping about the start-up."
>
> Mrs. Serrato

> "My son, Arthur, attended the first sessions of the story hour. He interacted with other children his age. When he heard stories, he responded verbally. He really liked getting the free books which he still treasures. Arthur's reading level is where it's suppost to be and he's about to graduate from high school. I am now an aide in the district. This program not only helped my sone in his reading, but also got me more involved in school and community."
>
> Mrs. Herrera

BOOKS

Books are donated by members of the community, and donations by service clubs help to buy the give-away Golden Books. Many preschool books have been donated to De Anza's library by the district curriculum lab, the Ontario public library, A.A.U.W., Ontario-Montclair Junior Women's Club, the De Anza student body and individuals. Money to purchase Golden Books has been donated by the Zonta Club, Kiwanis Club, De Anza student body and the De Anza Reading Center.

PRE-SCHOOLERS

The first participants were children from the local neighborhood who came with their parents. As the program became better known through news stories, notices posted in local markets, schools and the city library, children came from other parts of the community.

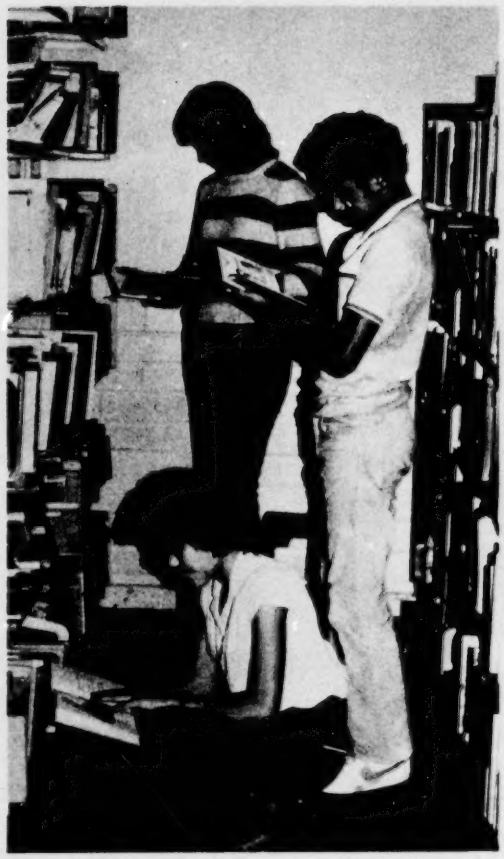
When the district established Head Start classes in a neighboring elementary school, De Anza invited the morning teachers to bring their preschool children to the story hour along with the local preschoolers. The district provided a bus to transport the preschool children to De Anza every Tuesday morning. This provided a more consistent group of participants enabling more junior high students to be readers.

Although Head Start classes have been eliminated, Ontario-Montclair continues to provide preschool classes for young children. The classes are situated close to De Anza JHS, so every Tuesday morning the children walk to De Anza with their teacher and aide. They always arrive singing a song, eager to listen to stories.

STUDENT READERS

All De Anza students are given an overview of the Preschool Story Hour as part of their orientation to the Reading Center program and they are given the opportunity to volunteer as readers. (Usually at least one hundred students initially volunteer.) The reading teachers often encourage additional students to participate who may be hesitant to volunteer at first.

Each month about thirty readers representing a wide spectrum of interests and reading abilities are selected from a list of volunteers. A typical group includes both boys and girls who may be reluctant readers, remedial readers, gifted readers, low-achieving students, super achievers, mono-lingual Spanish speakers and/or bilingual readers. One of the features that makes the program so successful is the inclusion of students with "special needs" who positively interact with their peers as they successfully provide a service for younger children. They respond to the unique opportunity realizing that they can illicit a response, and make a difference in a young child's life.



To be effective readers, De Anza students must learn how to interact with preschool children. The city librarian and/or the reading teachers provide special training to insure success. They model techniques to use when reading to little ones, emphasize appropriate behavior, stress responsible practice, inspire confidence and encourage joyful participation.

GUIDELINES FOR READERS

Here are some suggestions and information about the preschool library and story hour.

1. Check out your three preschool books no later than Monday. Friday is best because it gives you the weekend to practice.
2. Practice reading your books at home. Know your stories. Think of interesting ways of involving your preschoolers in the story.
3. Be on time. If you're going to be absent, please let your Reading Center teacher know. After 2 unexcused absences, you will be dropped.
4. You will read for three or four consecutive weeks -- so be ready!
5. Check in with your block B teacher before reporting to preschool.
6. Location for preschool will change each week between the two reading centers and the library. Listen for the bulletin to tell you where to go.
7. Please, no gum or candy!
8. After reading (not before 9:30), help your preschooler pick out his or her free book and a library book to take home.

We hope you will enjoy reading in the preschool library and story hour.

REMEMBER! You will not be allowed to read if you forget your books at home.

SUGGESTED FINGER PLAYS

HICKORY, DICKORY, DOCK

Hickory, dickory, dock,
(Bend arm at elbow; hold up palm open)
The mouse ran up the clock,
(Run fingers up arm)
The clock struck one,
(Clap hands once)
The mouse ran down,
(Run fingers down arm.)
Hickory, dickory, dock.

THE TRAIN

Choo, choo, choo,
(Slide hands together.)
The train runs down the track.
(Run fingers down arm)
Choo, choo, choo,
(Slide hands together.)
And then it runs right back
(Run fingers up arm.)

EENSY, WEENSY SPIDER

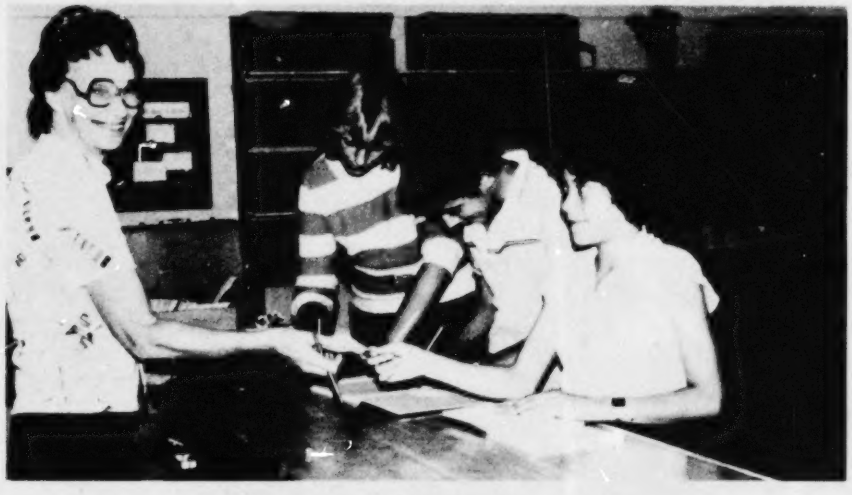
Eensy, weensy spider
(Opposite thumb and index finger climb up each other)
Climbed up the waterspout.
Down came the rain
(Let hands sweep down and open wide)
And washed the spider out.
Out came the sun
(Form circle over head with arms.)
And dried up all the rain.
So the eensy, weensy spider,
(let opposite thumbs and finger climb up each other again.)
Climbed up the spout again.

ROLE OF LIBRARIANS

Training De Anza's students to become effective readers is an essential beginning. The Children's Librarian at the Ontario Public Library comes to school to provide training sessions for the students on establishing rapport with small children, involving them in the books, playing games and telling stories. De Anza's reading teachers work closely with the readers to help them gain confidence in reading.

The school librarian catalogues the preschool books, supervises checking them out and in, maintains a roster of preschool children and student readers who participate each week. She is an important link with the city library, the district preschool teachers and De Anza's reading teachers who are responsible for selectiing the preschool readers.

Each week the students check three to five children's books out of De Anza's library and take them home to prepare for the story hour.



PARENTS PARTICIPATE

Parents of the children are encouraged to stay for the hour. They are served coffee and have part of the room to themselves where they may read, visit with others or participate in workshops they have helped to plan. Parents were surveyed to determine their interests and needs so such workshops could be planned especially for them. Programs have included a police officer talking about youth and the law or drugs, a paramedic team on handling emergencies, a school nurse on sex education and teenage pregnancies, a school counselor on child behavior, a reading teacher on developing reading readiness, and a librarian on reading stories to children.

The program is very successful. Although no hard data is available to prove that reading skills have improved because of the Preschool Story Hour, parent and teacher observations as well as comments by participants verify the positive effects that result. Many parents have stressed the fact that their preschoolers have become more interested in books and have learned to read more quickly and effectively than older brothers and sisters who didn't have the opportunity to participate in preschool.

READERS' COMMENTS

Junior high students have made the following comments about their participation in the story hour. "I enjoyed the feeling of me trying to be like a teacher. I also felt I was doing something important."

"I think that the Preschool idea for the little kids was good. It helped teach the preschoolers not to be shy and taught them to get along with other people better. It also taught them to understand words better."

"I enjoyed reading to the little children because I felt that I was helping them in reading so that when they get into school they will know how to read. And it was fun getting to know the little ones and talk to them."

"I love to teach little people stuff! I have no little sisters and when I teach them something new, their whole face gets brighter. So I'm glad to have a chance to teach other little people too."

"I love kids and I love being with them and watching then learn and grow."

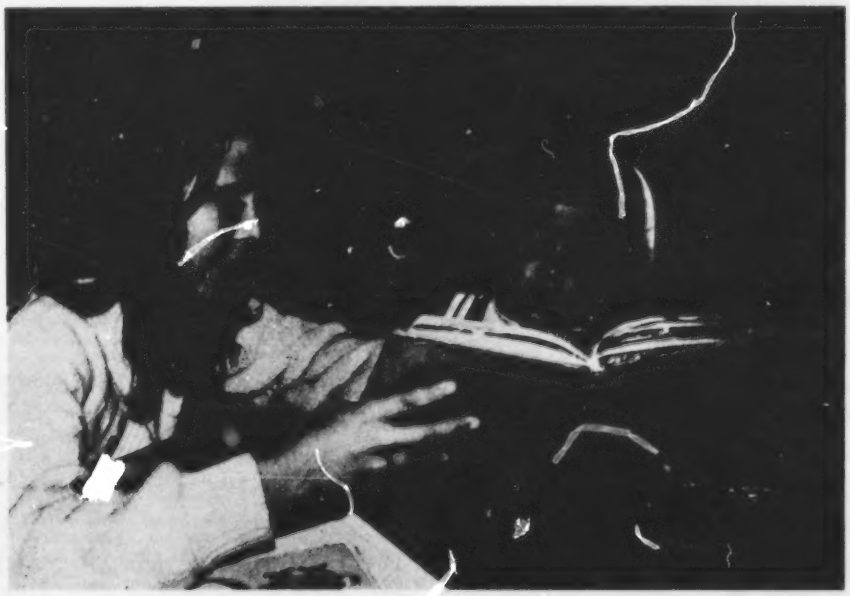
BENEFITS

TO DE ANZA STUDENTS -

Each week students check three to five children's books out of De Anza's library, take them home to read them carefully for nuance and meaning, then bring them to school on Tuesday morning for the Story Hour. This provides the junior high students an opportunity to improve their reading skills, to read good children's literature (stories which may never have been read to them as small children), to interact with and relate to small children, and to develop a sense of responsibility and feelings of self worth.

TO PRESCHOOLERS -

The little children who participate learn reading readiness skills, become involved with books, realize reading is important, relate to older boys and girls, develop a sense of trust, start to build their own libraries and begin to love reading.



INTERACTION -

The interaction that takes place as two diverse ages work together is exciting to witness: imaginations are unleashed, words develop new meaning, hands touch, mouths speak, close relationships develop, young minds expand as they discover that people are fascinating, that reading is fun, that school is worthwhile.

HOW IT WORKS

De Anza students are selected and trained

Students check out books on Friday and take them home over the weekend to practice.

The story hour takes place on Tuesday morning:

* Students are excused from class and report to the library or Reading Center.

* Preschool children arrive. They wear a colorful name tag which indicates the language(s) they speak.

* The school librarian or reading teacher greets the children at the door and pairs them with an appropriate junior high reader to insure a language match.

* The students read stories to their preschool charges, talk with them, involve them in reading readiness activities and play finger games with them for about 30 minutes.

* After 9:30 the junior high students help the little children select books to take home for their parents or older siblings to read to them during the week.

* They write the little child's name on the card and check the book out for him/her with the librarian.

* Then the students help their charges select a free golden book to take home for their own libraries.

* If there is time the students may read the newly selected books to the children before they take them home.

At the conclusion of the story hour, the preschool children leave with their parent or teacher and De Anza's students return to class. Everyone is richer for the shared experience.

PROGRAM CAN BE REPLICATED

The Preschool Story Hour can be replicated with minimum assistance from the De Anza staff and at little or no cost to the replicating school. The only necessity is a willingness to organize the program, to contact a city library or district library for books and a service club for funds to purchase Golden Books, and to coordinate two ages of children to participate. The program is designed especially to benefit schools and communities with the following needs:

* Community involvement in school is poor.

* Students have limited reading ability and/or poor self concepts.

* Teachers are seeking an effective, inexpensive way to motivate reluctant readers.

* There is concern about effectively using the bilingual skills of students in a meaningful program in a largely Spanish-speaking community.

* There is community concern about low reading scores.

* Community preschool facilities are inadequate.

Anyone interested in replicating the program may contact:

De Anza Junior High School
1450 South Sultana Avenue
Ontario, California 91761

Ann Glaser, Project Director
Demonstration Reading Program
Phone: 714/983-2118

or

Sharon Stanton, SIP/Title I
Program Facilitator
Phone: 714/986-8577

G·G·G·GREAT NEWS

PRE-SCHOOL STORY HOUR

DE ANZA JUNIOR HIGH SCHOOL

EVERY TUESDAY - - 9:00 - 9:45 A.M.

FOR PRE-SCHOOL CHILDREN

Your preschool child is invited to join our Pre-School Story Hour every Tuesday morning from 9:00 to 9:45 a.m. at the De Anza Junior High School Library, 1450 South Sultana Avenue.

De Anza students are specially trained by the reading teachers to read to young children. During the story hour, they will play simple games and read stories to the children. They will help your child learn that books and reading are fun, an important preparation for school.

The De Anza library has a special shelf of children's books to check out. After the story hour the children may take home one book to be read to them during the week. When the book is returned, each child will be given a book for his or her own library.

Don't miss it! - Come to the Pre-School Story Hour every Tuesday morning.

CHILDREN MUST BE ACCOMPANIED BY AN ADULT

DON'T MISS IT!

DE ANZA JUNIOR HIGH SCHOOL READING CENTER'S

QUESTIONNAIRE FOR PARENTS

Pre-School Story Hour

During the Pre-School Story Hour, the De Anza staff could plan special programs for parents. We need to know if you would be interested and what types of programs you would like. Please check answers below:

1. Would you like to have a program for parents during the pre-school story hour?

_____Yes _____No

2. What types of programs would interest you?

_____A police officer talking about youth and the law.

_____A fire fighter talking about what to do in an emergency.

_____The school nurse talking about child care.

_____The school nurse talking about sex education for young children.

_____The children's librarian talking about how to select good books for your children and how to read stories to children.

_____The De Anza Reading Center Counselor talking about understanding your child as an individual.

_____Reading Center staff members talking about how you can help your child be ready to learn to read.

_____The principal of De Anza conducting a tour of the school and talking about the school.

_____A program on child behavior.

_____A program on planning your time, budgeting.

_____A program on meal planning, cooking, low cost meals.

_____A program on community services.

_____A program on early childhood education programs in the Ontario-Montclair School District.

_____A program on beauty, skin care and exercising.

_____Other suggestions:

3. Would you prefer to observe the children during the story hour and visit with other mothers.

_____Yes _____No

4. If special programs were planned, would you attend?

_____Yes _____No

CENTRO DE LECTURA DE LA ESCUELA INTERMEDIA DE DE ANZA

CUESTIONARIO PARA PADRES

Hora de Cuentos Pre-Escolares

Durante la Hora de Cuentos Pre-Escolares, el personal de la Escuela De Anza podría planear programas especiales para los padres. Necesitamos saber si usted estaría intersado/a y cuales programas le qustaría que ofrecieramos. Por favor marque las preguntas siguientes:

1. ¿Le gustaría tener un programa especial para padres durante la hora de cuentos pre-escolares?

_____Sí _____No

2. ¿Cuáles programas le interesarían a usted?

_____Un policía hablando sobre la juventud y la ley.

_____Un bombero hablando sobre qúe hacer en una emergencia.

_____La enfermera escolar hablando sobre el cuidado de niños.

_____La enfermera escolar hablando sobre la educación del desarollo de la sexualidad en niños pequeños.

_____La bibliotecaria hablando sobre comó seleccionar buenos libros para sus niños y comó leerles los cuentos.

_____La Consejera del Centro de Lectura de De Anza hablando sobre el entendimiento de su niño como individuo.

_____Miembros del personal de la Escuela de De Anza hablando sobre cómo puede usted ayudar a su niño prepararse para aprender a leer.

_____La directora de De Anza dirigiendo una visita a las clases en la escuela, seguida por discusión sobre la escuela.

_____Un programa sobre el comportamiento de los niños.

_____Un programa sobre cómo planear y disponer de su tiempo.

_____Un programa sobre cómo planear sus alimentos, comidas, y el costo bajo de alimentos.

_____Un programa sobre los servicios sociales en le comunidad.

_____Un programa sobre la educación temprana de la niñez en el Distrito Escolar de Ontario-Montclair.

_____Un programa en cosmetico: el cuidado de la piel y la práctia ejercicios diarios.

_____Otras sugerencias:

3. ¿Preferiría observar a los niños durante la hora de cuentos y visitar la clase con otras

_____Sí _____No

4. Si estos programas especiales fueran realizados, ¿asistiría usted?

_____Sí _____No

BIBLIOGRAPHY -- BOOKS TO USE WITH PARENTS

The booklets listed below are recommended for use with parents in parent education sessions or to have available for parents to check out for home use. Each is practical and comprehensive in a specific area yet easy to read and understand. All are available in paperback at very low cost.

Baghban, Marcia. How Can I Help My Child Learn To Read English As A Second Language? Also available in Spanish. International Reading Association, 800 Barksdale Road, Newark, Delaware, 19711.

Brown, Cathleen A. Toward Better Parent-Child Relationships. 414 Yale Avenue Claremont, California 91711.

Chan, Julie M. T. Why Read Aloud To Children? International Reading Association, 800 Barksdale Road, Newark, Delaware, 19711.

Laffey, James L. What Is Reading Readiness? International Reading Association, 800 Barksdale Road, Newark, Delaware, 19711.

Moreno, Steve. The Future Of Your Child--El Futuro de su Niño. Moreno Educational Company, 7050 Belle Glade Lane, San Diego, California. 92119.

Rogers, Norma. How Can I Help My Child Get Ready To Read? International Reading Association, 800 Barksdale Road, Newark, Delaware, 19711.

Winebrenner, Rosemary. How Can I Get My Teenager To Read? International Reading Association, 800 Barksdale Road, Newark, Delaware, 19711.

The following books are valuable resources for teachers and parents:

Carlsen, G. Robert. Books And The Teen-Age Reader. New York: Bantam Books, 1971.

Fader, Daniel. The New Hooked On Books. New York: Berkley Publishing Corporation, 1976.

Ginott, Haim. Between Parent And Child. New York: The Macmillan Company, 1965. (Avon, 1973, paperback)

Ginott, Haim. Between Parent And Teenager. New York: The Macmillan Company, 1969. (Avon, 1973, paperback)

Ginott, Haim. Between Teacher And Child. New York: The Macmillan Company, 1972.

Granowsky, Middleton, Munford. For Parents And Children, A Guide For Better Reading. New York: Scholastic Book Services, 1977.

James, Muriel and Dorothy Jongeward, Born To Win. Menlo Park, California: Addison-Wesley Publishing Company, 1971.

Larrick, Nancy. A Parents' Guide To Children's Reading. New York: Simon and Schuster, 1969.

Reid, Virginia, Reading Ladders To Human Relations. Urbana, Illinois: National Council of Teachers of English, 1972.

Wilson, Jean A. Books For You. New York: Washington Square Press... % Simon and Schuster, Incorporated, 1971.